

# Reading Toolkit: Grade 5 Objective 3.A.4.d

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 4. Analyze elements of poetry to facilitate understanding and interpretation

Objective d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning

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## Lesson Seeds

### Reading Grade 5 Objective 3.A.4.d

#### Activities

Prior to this activity the teacher should select a series of poems that have distinct settings and then find a picture of a setting that matches or nearly matches the setting of the poem. To begin, the teacher will read aloud one of the selected poems and then show students the picture that matches the setting. With teacher guidance students should select words, phrases, or lines of the poem that are reflected in the picture. Next the teacher should display the remaining pictures, perhaps including some pictures that do not match any setting in the poems. Students should read the next poem and then select the matching picture again finding words, phrases, or lines of poetry that are reflected in the picture.

Each student will need a disposable copy of an age appropriate poem where a distinctive setting and mood are present and two different colored highlighters. Teacher and students should read the selected poem aloud and discuss the general meaning of the poem. Next, with teacher guidance, students should highlight details in the poem that address the setting. Then using a different colored highlighter students should highlight details in the poem that reflect the mood. Finally, teacher and students should discuss the elements of setting and mood in the poem, whether or not they match, and how their match or mismatch affects a reader's understanding of the poem.

To introduce students to mood in poetry, the teacher should play a variety of musical selections and have students respond to them by telling how the music made them feel. Next the teacher should read aloud a poem that has been selected for its distinctive mood and then play a musical selection that reflects the mood of the poem. With the assistance of the music, students should be able to identify the mood of the poem and select from it words, phrases, or lines of poetry that reflect the mood. Finally, teacher and students should read an additional poem, again selected for a distinctive mood. This time the teacher will play three musical selections and have students determine which selection best reflects the mood of the poem. Students should be able to isolate words, phrases, and lines of poetry that reflect the mood of the poem and match the mood of the music.

The teacher will give students copies of a narrative poem that has a dominant mood. Working in small groups, students will read the poem and identify its mood. For younger or struggling students, the teacher can provide a list of words that would describe a mood from which they can make a selection. Once students have identified the mood, they will need to find text support for their selection and explain why that mood is appropriate to that poem. These details can be recorded on a chart like the one below. After the chart is complete, students and teacher should discuss their findings.

Title of Poem	Identified Mood
Text Support	Explanation of Text

After multiple readings of a narrative poem, the teacher will give students a chart where the first column, which is lines from the poem, is already complete. Then students will analyze each given line to determine whether the line reflects elements of setting, mood, tone, or a combination of elements. Students may work on this individually, with a partner,

or in a small group. When the chart has been completed, teacher and students should discuss the details.

Lines from Poem	This line reflects setting because	This line reflects mood because	This line reflects tone because	This line is a combination of elements because

The teacher and students should read the Langston Hughes's poem "Mother to Son" and discuss how Hughes felt about perseverance and hard work. Students will return to the poem and find words and phrases that support Hughes's feelings. The teacher will explain that those words reflect the poet's tone or attitude toward perseverance and hard work. Next, the teacher will place students in small groups and give them an additional poem where the tone is distinctive. Some suggestions are Robert Frost's "Stopping by Woods on a Snowy Evening" and John McL's "There's This That I Like About Hockey, My Lad." Students will follow the same procedure by isolating words and phrases that reflect the author's tone toward his subject. Class discussion will determine the accuracy of student responses. An extension of this activity is to have students complete an "I am..." poem that will help them define the author's tone. Any combination of the lines below will assist students in defining tone.

I am (name of character in the poem)

I am (two qualities of the character)

I wonder (something the character is curious about)

I hear (an imaginary or actual sound the character hears or would have heard)

I see (an imaginary or actual sight the character sees or would have seen)

I want (a desire of the character)

I am (name of the character)

I pretend (something the character would want)

I feel (actual emotions or physical feelings)

I touch (a tangible or metaphorical object)

I worry (a concern the character has)

I cry (about something, for something, someone)

I am (name of the character)

I understand (something the character comprehends)

I say (something the character has said)

I dream (something the character wants to happen)

I try (something the character attempts to do)

I hope (a wish or belief the character has)

I am (name of the character)

## Clarification

### Reading Grade 5 Indicator 3.A.4

To show proficiency of the skills stated in this indicator, a reader will demonstrate an understanding of the elements of poetry which are the components through which poetry is structured and composed. Identification of each component and its relationship to all other components in a poem assist a reader in comprehension of the entire text of the poem. When a poem requires more complex thought processes, a reader advances from identification of poetry elements to the explanation, analysis, and evaluation of those elements. Thinking about all the elements of a poem and determining how they fit together allow a reader to understand a poem in all of its complexity.

In order to identify poetry as a literary form and be able to distinguish a particular poem from other types of poetry, a reader must identify and use a poem's structural features. Poems can tell stories, describe the positive and negative elements of a character, place, or thing, argue a position, express emotions, or create an image. Knowing the structure of a poem helps a reader determine a purpose for the poem and comprehend it in literal and abstract ways.

#### Structural Features

A line or verse is a single line of poetry.

A stanza is two or more lines of poetry.

A refrain is a series of words or a line of poetry that is regularly repeated within the poem.

A rhyme is a repetition of sounds at the end of words.

A rhyme scheme is an arrangement of end rhymes in a poem. A pattern is organized by assigning a letter of the alphabet to each line. The first line of a poem is assigned the letter A. Each following line of poetry that rhymes with the first line is also assigned the letter A.

#### Types of Poems

A ballad tells a story and is meant to be sung or recited aloud.

A cinquain is based on syllable or word count. A traditional cinquain moves by line from two syllables to four syllables to six syllables to eight syllables and concludes with two syllables. The more current form of cinquain moves by line from one word to two words to three words to four words and concludes with a single word.

A diamante moves from a subject in the first line of the poem to a completely different subject in the last line of the poem. The structure of a diamante by line goes from one noun, the subject, two adjectives, three participles, four nouns, three participles, two adjectives, and concludes with one noun which is different from the noun in the first line.

An elegy is a sad poem which shows grief for the dead.

A haiku is a form of Japanese poetry which has three lines focused on a single element.

A lyric poem can appear in a variety of forms and shows the thoughts and feelings of one speaker.

A narrative poem tells a story in verse.

A shape poem has the form of its subject. For example a poem about a tree is shaped like a tree.

To understand a poem fully with all of its complexities a reader should focus on the meaning/s of each word within that poem that will lead to an understanding of individual lines and continue to understanding of an entire stanza. Poets choose their words with purpose and care. Reviewing the multiple meanings of words and attending to how a word is used contextually helps a reader discern shades of meaning within an individual word. Knowing the denotation of a word is an important first step, but knowing connotations of a word is critical to a reader of poetry. A reader should also be aware of the symbolic value of words in poetry. Knowing that an object or person symbolizes a quality or idea is essential to comprehension.

A critical reader understands that the speaker of the poem is not always the poet. The speaker is the creation of the poet and voices the words of the poem. The speaker has a personality and attitude that is discernable to a reader. Being attentive to the qualities and attitude of the speaker and connecting them to the words of the poem assists a reader with comprehension.

The organization of the words in a poem is another clue for a reader. The actual placement of a word within a line of poetry can be pivotal to understanding. The length of a poem's lines can focus a reader on the importance of certain words within a poem. The division between stanzas of a poem can signal the conclusion of one idea to move to another or the strengthening of an initial idea that continues to evolve throughout the poem. Because the words of a poem are more compact than prose, the placement, denotation, connotation, symbolism, and speaker of the words all become vital elements to creating meaning for a reader.

Because poetry is meant to be read or spoken aloud, the sound of the words is a critical piece of understanding. Listening to the rhyming of words, the organization of the rhyming words, the repetition of sounds, the imitation of natural sounds, and the relationship among these sound devices and how they contribute to the meaning of a poem are all elements a critical reader must explore. Discovering the bond between the sound and sense of a poem assists a reader with comprehension.

A rhyme is a repetition of sounds at the end of words.

A rhyme scheme is an arrangement of end rhymes in a poem. A pattern is organized by assigning a letter of the alphabet to each line. The first line of a poem is assigned the letter A. Each following line of poetry that rhymes with the first line is also assigned the letter A.

A poem's rhythm is created by the organization of sound from the placement of stressed and unstressed syllables in a line of poetry. The difference between stressed and unstressed syllable concerns the degree of emphasis when words are spoken.

Alliteration is a repetition of beginning consonant sounds in words.

Assonance is a repetition of vowel sounds in words.

Consonance is the pleasing arrangement of sounds in words.

Onomatopoeia is the use of words that sound like the natural noises they name.

A poet may use a sound device to emphasize a particular idea, create a melodious sound to foster a pleasant mood, or put together a series of harsh sounds to establish an angry tone. When a critical reader can determine a purpose for the poet's use of sound devices, a reader has constructed meaning from a poem.

In a narrative poem or ballad, the setting of that poem is integral to a reader's understanding. The setting addresses the time and place of the poem's action and plays a role in establishing the mood of a poem. The mood is the feeling of a poem. Mood is created by the poet's choice of words, sensory detail, and rhythm. The attitude of the poet or speaker toward his/her subject is the tone of the poem. Again, the poet's choice of words, sensory detail and rhythm help a reader determine the attitude toward the subject. For more detailed information about setting and mood, consult the Literary Clarification for Indicator Three, and for more detailed information about tone, consult the Literary Clarification for Indicator Seven.

## Sample Item #1 Brief Constructed Response (BCR) Item with Annotated Student Responses

### Question

Read the poems 'Ice Skates' and 'Winter Blades'. Then answer the following. Explain whether the speakers in "Ice Skates" and "Winter Blades" feel the same way about ice skating. In your response, use details and examples from both poems to support your explanation. Write your answer on your answer document.

### Annotated Student Responses

Both authors good and enjoy ice skating because in both poems they created positive statements about ice skating. For example in "Winter Blades", Douglas had said "Blades to glide with greatest ease". By saying this, he must enjoy ice skating. Also, in "Ice Skating", Sylvia had said "the largest, the greatest, the cooolest scribble a Crabble ever". She was referring to the lines and scribbles on the ice, which indicates she enjoys ice skating as well as Douglas.

Annotation: The reader answers that "both authors ...enjoy ice skating because...they created positive statements about ice skating." The author of "Winter Blades" shows enjoyment of skating with "Blades to glide with greastest ease" while the author of "Ice Skating" shows enjoyment with "the largest, the greastest, the coolest scribble scrabble ever." The reader concludes with an explanation that the scribble scrabble is "on the ice." The reader answers the question and offers text to support the idea of enjoyment. To improve this response, the reader should make a distinction between the authors/poets and the speakers of the poems. Next the reader should draw a conclusion about how gliding with ease and "scribble scrabble" on the ice indicates enjoyment of skating. For example, gliding with ease shows the speaker has some skill on the ice, and those skills that people can perform with ease often provide enjoyment.

I say the speakers feel the same way  
about Ice Skating. They feel great  
about Ice Skating.

Annotation: The reader answers the question "speakers feel the same way about Ice skates. They feel great..." The reader does answer the question. To improve this response, the reader should use text from both poems that supports the idea of ice skating being "great." Finally the reader should be able to clarify how that particular text shows that the speakers feel great about ice skating. For example in "Winter Blades" the line "Blades of steel to steal a lead" indicates that someone is winning a skating race and that winning can make a person feel great.

No because in the poem Winter Blades it is talking about hockey. In the poem Ice skates they are talking about two ball point pens and and a sheet of paper. She was referring to the ball point pens as ice skates and the sheet of paper as the ice. That is how they are different.

Annotation: The reader answers that the speakers do not feel the same way because " 'Winter Blades'...is talking about hockey" while " 'Ice Skates' " is "talking about two ball point pens and and a sheet of paper." Then the reader clarifies that the pens are ice skates and the paper is the ice and concludes "that is how they are different." The reader does not directly answer the question but indicates how the subject matter of both poems is different rather than stating a difference between the feelings of the speakers. To improve this response, the reader should focus on the difference in feelings caused by hockey or by figure skating and support those ideas. For example, skating for hockey refers to "Blades for speed" while figure skating indicates "swing some rings, twirl some curls etc..."

I don't think the speakers from each poem feel the same about ice skating. For instance, the speaker in "Winter Blades" thinks ice skating is for competition and the speaker in "Ice Skates" just thinks ice skating is for fun. This is why I don't think that both speakers feel the same way about ice skating.

Annotation: The reader answers that "I don't think the speakers from each poem feel the same about ice skating." Next the reader concludes that "the speaker in 'Winter Blades' thinks ice skating is for competition and the speaker in 'Ice Skates' just thinks ice skating is for fun." The reader does answer the question and does draw a logical conclusion based on text. To improve this response, the reader should use text to support the ideas of competition and fun. For example, in "Winter Blades" "Blades for speed, Blades of steel to steal a lead" support the idea of competition while in "Ice Skates" the lines "toe some bows, reel some wheels" suggest movement for fun.

They both really like to Ice skate because in one of the poems they are talking about how they like to draw pictures while they are on their Ice skates. And on the other poem they are talking about how he can glide through the ice. So it seems to me that they are Pashinot about their Ice skating,

Annotation: The reader answers that "both really like to Ice skate because in one of the poems they are talking about" liking to draw while on skates while in the other poem "they are talking about how he can glide through the ice." The reader concludes that both speakers are "pashinot about their ice skating." The reader does answer the question and does draw a logical conclusion about the speakers having a passion for skating. To improve this response, the reader should correct the misread about drawing while on skates to drawing with skates which shows skill and strong feeling for the fun skating offers. In addition, the reader can offer support about the ease and skill of the speaker from "Winter Blades."

## Handouts

### Ice Skates

By Sylvia Cassedy

Two ball-point pens are what I have,  
and one slick sheet of paper.

Now. Ready? Begin:

Roll some scrolls,  
swing some rings,  
twirl some curls,  
loop some hoops,  
whirl some swirls,  
mark some arcs,  
toe some bows,  
reel some wheels,  
twine some vines.

All done:

the largest,  
the greatest,  
the coolest  
scribble-scrabble  
ever.

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## Winter Blades

By Douglas Florian

No more summer blades of grass.  
Now on blades of steel we pass.  
Blades to g l i d e with greatest ease  
Or carve out great geometries.  
Blades for hockey.  
Blades for speed.  
Blades of steel to steal a lead,  
To spin until our senses reel.  
Winter blades are made of steel.

## Rubric - Brief Constructed Response (BCR)

### Score 3

The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Effectively uses text-relevant<sup>1</sup> information to clarify or extend understanding

### Score 2

The response demonstrates a general understanding of the text.

- Partially addresses the demands of the question
- Uses text-relevant<sup>1</sup> information to show understanding

### Score 1

The response demonstrates a minimal understanding of the text.

- Minimally addresses the demands of the question
- Uses minimal information to show some understanding of the text in relation to the question

### Score 0

The response is completely incorrect, irrelevant to the question, or missing.<sup>2</sup>

Notes:

<sup>1</sup> Text-relevant: This information may or may not be an exact copy (quote) of the text but is clearly related to the text and often shows an analysis and/or interpretation of important ideas. Students may incorporate information to show connections to relevant prior experience as appropriate.

<sup>2</sup> An exact copy (quote) or paraphrase of the question that provides no new relevant information will receive a score of "0".

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